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# Features of applying neuropsychological methods in the correctional activities of a speech therapy teacher for prevention of written speech disorders in children with disabilities

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## Abstract

© Medwell Journals, 2015. This study reveals the actual problem of correctional pedagogy, concerning the development and implementation of modern comprehensive neuropsychological techniques that will help professionals to reveal the structure of the mechanism and the leading core of the speech defect and can be used in the Lekotek structure. In this study, Lekotek is considered as a variable form of psychological support and pedagogical education of children with disabilities. There is a statement in this study that the priority task of the speech therapy teacher in the Lekotek is to determine the structure and the severity of a speech defect in a child to study nature of verbal communication between the parents and their child and if possible to correct deviations in the development of children's speech. This study deals with a constructive analysis of the results of empirical research which allowed the researchers to identify weak components in the development of three blocks of the brain that require completion. The researchers note that these disorders may further lead to difficulties in studying at school such as impairment in reading and writing and suggest that the most effective form of work will be neuropsychological correction which is based on a set of special neuropsychological methods aimed at restructuring of the defective brain functions and the creation of compensating tools for the child to be able to study on his/her own in the future and to control his/her behavior. Findings presented in this study prove the effectiveness of the application of the above methods in correctional work with children of senior preschool age with disabilities.

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## Keywords

Children with disabilities, Correctional pedagogy, Inclusive education, Lekotek, Neuropsychological diagnostic and correction methods